

Recruiter Journal

ConAP



This month's
issue:
CONAP-- a
program that
works for the
Army Reserve
too!

DAN LEE ISAACS
Tallahassee, Florida 32312

March 8, 1993

Sgt Crantson
U.S. Army Recruiting Station
2020-78 W. Pensacola Street, Suite 3G
Tallahassee, Florida 32304

RE: Martin ISAACS

Dear Sgt. Cranston:

Not long ago I returned from Martin's graduation from Basic Training at Fort Jackson and I want to thank you for convincing me that the Army would prove to be a good opportunity for Martin. As I remember the situation during the summer between Martin's junior and senior high school year you easily convinced Martin to join the Army but had to work hard on me.

Martin has grown immensely in his eight weeks of basic training. He is more sure of himself, has some goals in mind, and, I think, knows what and how to reach those goals. He has developed not only an ability to work within the discipline of the Army but a self discipline that will assist him in succeeding wherever he goes. The Army has done in eight weeks what nothing else could have done for Martin and I am now certain that the remainder of his three year commitment will significantly add to Martin's ability to succeed in life.

As you may remember I have earned a PhD and felt that Martin was capable of earning a college degree and that he should go to college right after high school. You easily encouraged Martin to join the Army and finally convinced me that it would be a good move for him. This week, after spending a little time with Martin after his graduation from Basic Training I now know that this was certainly the right decision for Martin and would probably be a good decision for nearly any qualified High School graduate.

Now, in hindsight, I am sincerely glad that you convinced me to sign the required papers for Martin to join the United States Army. He is a lot better for it.

Thanks for all of your efforts.

Sincerely,

Dan Lee Isaacs

DI01.10613:46/5

USAREC Recruiter Journal

May 1993



■ The **Recruiter Journal** (ISSN 0747-573X) is authorized by AR 360-81 for members of the U.S. Army. Contents of this publication are not necessarily official views of, or endorsed by, the U.S. Government, Department of Defense, Department of the Army, or the U.S. Army Recruiting Command.

■ It is published monthly using offset printing by the Public Affairs Office, U.S. Army Recruiting Command, ATTN: RCAPA-PA, Building 6579, Fort Knox, KY 40121-2726; tel DSN 464-8948, commercial (502) 624-8948. Printed circulation: 11,000

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■ Subscriptions may be obtained through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

■ Deadline for submission of material is the first of the month prior to publication.

■ Second class postage paid at Fort Knox, Ky., and at additional mailing office.

POSTMASTER — Send address changes to:

Commander, U.S. Army
Recruiting Command
ATTN: RCAPA-PA
Building 6579, Room 91
Fort Knox, KY 40121-2726

Vol. 46, Number 5

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This month's cover art is by MAJ Tom Leahy, HQ USAREC A&PA.

The way I see it

All "The Way I See It" forms received by the USAREC Chief of Staff are handled promptly. Those that are signed and include a phone number will receive a phone call within 48 hours of receipt. Those with addresses will receive a written response approximately 3 weeks from receipt.

Editor's note: The following essay was written by SGM Frank Shaffery, who is currently assigned as Senior Army Recruiting Policy NCO, DCSPER. Shaffery has over 17 years' experience as a recruiter and 28 years' Army service. We invite your comments.

Recently, I received a mission to review statements contained in a manuscript submitted to our public affairs office from a former detailed recruiter. While reading his description of what he experienced, I could not resist asking myself, "Why do these things happen?"

What are we communicating to our field force that causes the misunderstanding, misuse, and failure to grasp the true management and motivational requirements to succeed? I have no direct answer except that we are not following the same principles and time-proven techniques that have made history in our recruiting achievements.

Having had the honor and privilege of being the Baltimore Recruiting Battalion sergeant major, I was always amazed at what the recruiters could teach me. Every day a new (and sometimes old, but with a new approach) recruiting technique would be brought to my attention. I, in turn, had my views communicated to the field as a working philosophy, based on my numerous years within the command.

I believe that every recruiter should have his or her work ethic based not only on mission accomplishment, but on what he or she did to accomplish the mission. There is a distinct difference in markets and we should never overlook the fact that a recruiter who obtains a mission via a walk-in is not better nor has he worked any harder than a recruiter who has made three or four appointments, tested and physicalled two or three applicants, but had them disqualified for reasons beyond the recruiter's control. That recruiter is working the market, and even though he or she has not enlisted anyone, that recruiter is, in fact, working. The first sergeant or recruiter trainer must review the recruiter's processing techniques and have him focus his efforts to overcome any problems in interview or closing techniques. This recruiter should be complimented on the effort, trained, and assisted in becoming successful.

Another area I believe we can improve upon is our attitude towards an applicant who is in test category IV. Until recently, we could not enlist a TSC IV, and very routinely we referred to these applicants as "rocks" or "dummies." First and foremost, these are applicants who want to be in our Army; they desire to serve our country. I would much rather have a TSC IV applicant than a TSC IIIA who declines enlistment. If you cannot enlist the TSC IV, then take him or her to a local merchant, factory, office, or other place of employment. Assist this applicant in obtaining a job. You will meet members of the community, receive credibility, and more than likely get a referral from this applicant.

There always must be a difference in the way we lead with regard to those who "cannot" versus those who "will not" recruit. There are detailed soldiers who are not capable of meeting the challenges and dynamics of recruiting, and they deserve to be trained, motivated, and encouraged. But if, in fact, they cannot recruit, through no fault of their own, then we must return them to the MOS in which they excel. In those instances where no effort is made or a recruiter is apathetic, unresponsive, or fails to comply with directives, the only alternative is to take appropriate disciplinary action. This is no different from what any other soldier, regardless of MOS, would be subject to.

The use of "hours" or "increased processing or production" is not the answer. The "threat" or implied threat does not work. The simple but correct response is to document all training, all counseling, and have the soldier acknowledge his or her shortcomings.

In the instance of those who "can't," you will show concern and care for the soldier to succeed, and for those who "won't," you must show the same care and concern, but with a different view towards your objective. The view that should be communicated is very simple and matter-of-fact: *If you cannot be a soldier who follows orders, makes the effort to complete a task, shows professional ethical integrity, then we (the Army) will not tolerate nor coddle this type of behavior and appropriate action to eliminate you from the Army should be taken.*

This action is rare and not often necessary, but it

is the bottom line when dealing with "will nots."

Every system has an ultimate goal. Regardless if you use a platoon concept, limited production station commander, production management system or other method, the only thing that counts is what the recruiter does to generate enlistments. The bottom line is that you have to talk to people, knock on doors, shake hands, and tell the Army story. You can call people until you are blue in the face, walk miles upon miles of shopping malls, and area canvas all day, but unless you have told the Army story to everyone you meet, you are only wasting your time.

Another area of concern is the relationship between the staff and the field force. Recruiting requires a team effort by all concerned. The S-1 must ensure that:

- each and every member of the command has his or her records updated.
- all personnel actions are completed in a timely manner.
- all pay inquiries are responded to quickly and resolved.

When promotion boards are announced, the S-1 section should not rely on the MILPO or other outside agency. The S-1 section should obtain each soldier's records and schedule a review date for all soldiers in the zone. The battalion sergeant major should be included in the review session, to speak to all soldiers in the promotion zone. With a copy of the last board results in hand during the review, the S-1 should tell the soldiers what to look for and discuss the (last) board's findings and areas of concern. It is also a good idea to have each soldier bring his or her photo; have the photo reviewed by at least two other soldiers in the session. Make appointments early for all soldiers in the zone of consideration for new photos.

The staff includes the S-3 and guidance counselors. The best run battalions have a direct link to each company and recruiters who can resolve questions or problems from the field regarding processing, waivers, or MEPS. No recruiter deserves less than what you would expect if you had a question. The guidance counselor must always take the time to fully explain any problems with a recruiter's applicant. If the recruiter made a mistake or misunderstood a policy, then call him and give him the information in a constructive, teaching, and cooperative manner. Never tell a recruiter "that's just the way it is" or "no" and hang up the phone.

The S-3 should have a method to communicate once a week to the field a wrap-up of the week's events, messages, or guidance the commander has provided. They can use any method, such as a written format or a conference call with all station commanders.

Advertising, public affairs, and education specialists play a vital role in promoting the Army in your community. They ensure that you are prepared when the press makes inquiries or does a story in your area. The rapport you have established in your school, as well as your school's program, should be developed with input, guidance, and cooperation with the education specialist. The commander must ensure that these important staff elements provide the field force with their expertise, which will complement and enhance their recruiting efforts. In return, these same staff members need your input in order to ascertain your needs. Communicate through your commander your particular station's requirements so that they can be evaluated and the support will be provided where and when appropriate.

We all have a stake in our Army, and I have never seen a sergeant major or first sergeant who could not attribute his or her success to the recruiters who made the mission and caused the company or battalion to box.

The point is that, as leaders, we have a responsibility to take care of our soldiers. We must make our recruiting objectives in order to sustain a quality force, but our efforts should be tailored in such a manner that everything we do is done with professionalism.

Look around your company or station and you will most often find that every recruiter wants to be a success; all you have to do is lead them to it. You're an NCO and have the obligation to provide the best leadership possible to your subordinates. It may not always be easy, but your stripes attest to your ability. No obstacle should be too great to overcome, provided it is done with integrity.

*How do you see it?
Send your comments
on the form on page
15.*



The next CG

■ When MG Jack C. Wheeler retires this summer, he will be succeeded by BG (P) Kenneth W. Simpson, currently the Assistant Division Commander (Support), 7th Infantry Division (Light), at Fort Ord, Calif. Simpson has held this position since November 1991. A graduate of the Advanced Course at the Field Artillery School, the Command and General Staff College, and the National War College, Simpson has a bachelor's degree in business administration from California State College and a master's in management from Central Michigan University.

Simpson has a strong background in PERSCOM and the personnel field, as well as combat arms. He has served as Vice Director, J-7, U.S. Army Element, The Joint Staff in Washington, D.C., and was the commandant of the U.S. Army Sergeants Major Academy from August 1988 to July 1990.

Our future commanding general has earned the following U.S. decorations and badges: the Silver Star, the Legion of Merit (with oak leaf cluster), the Bronze Star, the Purple Heart, the Meritorious Service Medal (with three oak leaf clusters), the Army Commendation Medal with V Device (with oak leaf cluster), Parachutist Badge, the Joint Chiefs of Staff Identification Badge, and the Army Staff Identification Badge.

Survey help requested

■ This May, with the assistance of researchers at the University of Illinois-Chicago, a survey-type study of leadership and productivity will take place. The study will involve 18 battalions, which were selected at random: Baltimore, Brunswick, Raleigh, Columbia, Atlanta, Beckley, Montgomery, Nashville, Tampa, Jackson, Albuquerque, Houston, Oklahoma City, San Antonio, St. Louis, Denver, Phoenix, and Seattle.

The study represents the first attempt within USAREC to relate leadership at multiple levels of the command (battalion, company, and station) to production in empirical terms, via scientifically proven survey instruments.

The survey will study what's working (and what's not) — ideas, innovations, and leadership, as well as how it all relates to quality and consistency of production. Each member of the selected battalions will be surveyed on leadership, command climate, and effectiveness within their respective units.

While just 18 battalions will participate in this survey, the full command will begin participating in 1994, as this survey design replaces the Quality of Life (QOL) Survey.

Complete confidentiality for all participants is assured. Only researchers at the University of Illinois-Chicago, under the direction of Professor Robert Cooke, Ph.D., will know "who answered what." USAREC will receive only generic results, i.e., what's working and what's not.

The survey will be mailed directly to battalion, company, and station personnel at the unit, by name. The mailout will take place May 10-14.

Instruction sheets and return envelopes will be provided. USAREC will not handle any survey data and will not be presented with any unit-specific or individual-specific data.

Full participation by all personnel is absolutely essential. The survey will only take about 2 hours to complete and all surveys should be mailed back to the university in the envelopes provided by June 1.

POC is MAJ Brandon, 1-800-223-3735, ext. 4-0381

CONAP Monthly Statistics

Brigade	Agreements for 1-31 Mar 93	Total CONAP Agreements
1st	71	2,019
2d	114	3,981
5th	139	2,247
6th	49	675

ARADS, JOIN, or REQUEST hotlines

■ If problems occur when using the ARADS, JOIN, or REQUEST systems, please review the following checklist before calling the appropriate hotline.

Call the **ARADS Hotline** when you have the following ARADS-related problems:

- Any equipment not functioning properly.
- Any record built on ARADS not found on REQUEST.
- Test scores/medical data not received from MEPCOM.
- When trying to log on to REQUEST through ARADS, but not able to connect to REQUEST.
- ARADS software not functioning properly.

The ARADS Hotline numbers are 1-800-223-3735, ext. 4-2141; (502) 624-2141; or DSN 464-2141.

Call the **JOIN Hotline** for the following JOIN-related problems:

- Any equipment not functioning properly.
- JOIN software not functioning properly.
- Communications problems.

The JOIN Hotline numbers are: your battalion JOIN Maintenance Manager for equipment; the ARADS Hotline for software; and the HQ USAREC Communications-Electronics Division (MTS) for communications. The **MTS Hotline** numbers are 1-800-223-3735, ext. 4-8792; (502) 624-8792; or DSN 464-8792.

If you have problems using REQUEST programs or are unable to access REQUEST using DSN, call the **REQUEST Hotline** at (703) 325-6075/6076/6077/6078, or DSN 221-6075/6076/6077/6078.

Few, but select

■ Congratulations to the nine officers who were selected to fill USAREC battalion command positions. The results are:

<u>NAME</u>	<u>BR</u>	<u>ASSIGNMENT</u>
LTC Roger L. Cook	IN	Sacramento
LTC Thomas P. Gannon	IN	Harrisburg
LTC John C. Tarr	MP	Seattle
MAJ(P) Steven L. Froberg	TC	Santa Ana
LTC Donna L. Kenley	MI	Dallas
LTC Howard R. Condit	FA	Jackson
LTC Earnest C. Smith Jr.	AG	Indianapolis
LTC Richard E. Swisher Jr.	SF	Lansing
MAJ(P) Brent H. Fullerton	AV	Philadelphia

The alternate selectees are: LTC Jose G. Ventura Jr. (IN), LTC Larry C. Shanahan (FI), LTC Patrick Y. Dunn (AV), MAJ(P) Arron B. Hayes (OD), LTC Richard H. Liebe (FA), LTC Carl L. Holden (AR), and LTC Henry L. Bingham (TC).

GOV restrictions

■ Thinking about stopping off at the bank on the way back to the office? Well, forget it if you're driving an Army non-tactical vehicle. Diversion of GOVs for personal convenience is a violation of the law, and can lead to disciplinary action, according to logistics and legal officials.

Officials want to remind NTV users of the restrictions that apply. For example, no non-tactical vehicle may be used:

- to transport persons for personal, social or non-government-related business reasons;
- when justification is based on reasons of rank, prestige, or personal convenience;
- for transportation to commissaries, PXs, bowling alleys, officers and NCO clubs, or any non-appropriated-fund activity, unless you're conducting official government business; or

- for transportation of Army personnel over all or any part of the route between their home and places of duty, unless specifically authorized by the Secretary of the Army.

If you have questions about the authorized use of these vehicles, contact your legal advisor.

Wanted: IG personnel

The HQ USAREC Inspector General is looking for interested personnel to serve in the inspections and assistance areas. If you are a:

- Captain with recruiting company or operations experience
- Master sergeant (00R) with first sergeant experience
- Sergeant first class (00R) with administrative experience

Please contact SGM Robert Staffen, 1-800-223-3735, ext. 4-8912, or MAJ Karen Peterlin, 1-800-223-3735, ext. 4-8934.

Hot, warm, cold— the magic questions

Most of your sales interview should be spent asking questions and listening to what your prospect has to say, establishing rapport and building a trust bond between you. Using proper questioning techniques also allows you to probe your prospect's needs and interests to find the area where he or she seeks improvement. This area is the prospect's dominant buying motive, and it directs which features and benefits of an enlistment or a commission you present. Features and benefits, when presented as solutions to problems, show your prospects the advantages of the Army and the Army Reserve.

However, no sale can ever be made unless you first close and ask for the order. More sales are lost because the sales person fails to close than for any other reason. It is the number one reason for failure in sales. It is the final step to success that most unsuccessful sales people fail to do.

While there are many different techniques for closing, the key to successfully completing the sale is knowing when to close. Closing requirements and buying signals have been previously discussed in the July 1992 *Recruiter Journal*, so let's examine an additional technique that lets you know where you are in the presentation of your features and benefits and lets you know when to close.

A closing question causes your prospect to make a decision to either accept or reject your product. While a "yes" means your presentation has been effective, a "no" means that you must take more time and continue selling. In today's market, top sales professionals use

every possible advantage to know when to close and reduce the chance of receiving an unwanted "no". To do this, they use low-risk questions. Low-risk questions are questions that ask for opinions, not decisions.

***Trial closes are the key
to successful selling.
They let you in on the
whole secret to closing—
knowing (when) to close.
— Lee DuBois***

These low risk questions that ask only for opinions are known as trial closes. They let you, the sales professional, know if your prospect is cold, warm, or hot toward the idea of enlisting.

Trial closes — Questions that ask for opinions

When can you use a trial close? While you won't get a commitment for the sale until the prospect understands how your product can help solve his problem and satisfy his need, you can ask for and get your prospect's opinion at any time. A trial close is the professional salesperson's thermometer. It allows you to take the prospect's "temperature" anytime during the presentation. Whenever you're unsure of your prospect's attitude toward buying, use low-risk questions and ask for his or her opinion. Use a trial close anytime during the sales presentation.

Trial closes are especially effective during the presentation of the features and benefits of an enlistment or a commission. Let's review that part of the sales process and see how they can fit in. Let's see how they can become "magic questions" and help you complete the sale.

Look at the formula in last month's *RJ* on presenting features and benefits. Notice that this formula shows the features and benefits going from the general to the specific.

As stated earlier, trial closes are especially effective

at this point of the presentation. But how do you introduce them?

To transition into trial closes after presenting features and benefits, use what is called the **purpose-permission statement**:

"My purpose at this time is to get your answers to a few questions. Do you mind if I ask them?"

This statement is also low risk. You are only asking for permission to ask a few questions. Since you are not asking for a major decision, it creates no sales pressure. The prospect will maintain a favorable attitude as you direct his acceptance of the emotional benefit to his decision to enlist or apply for a commission.

Trial closes, on the other hand, go from the specific to the general. They relate the prospect's initial agreement with the **emotional benefit** through the second **benefit** and the **fact** to your **claim** or assertion of what the prospect will receive from an enlistment or commission. It lets your prospect relate every aspect of your claim to the satisfaction he or she will experience by becoming a part of the Army or the Army Reserve.

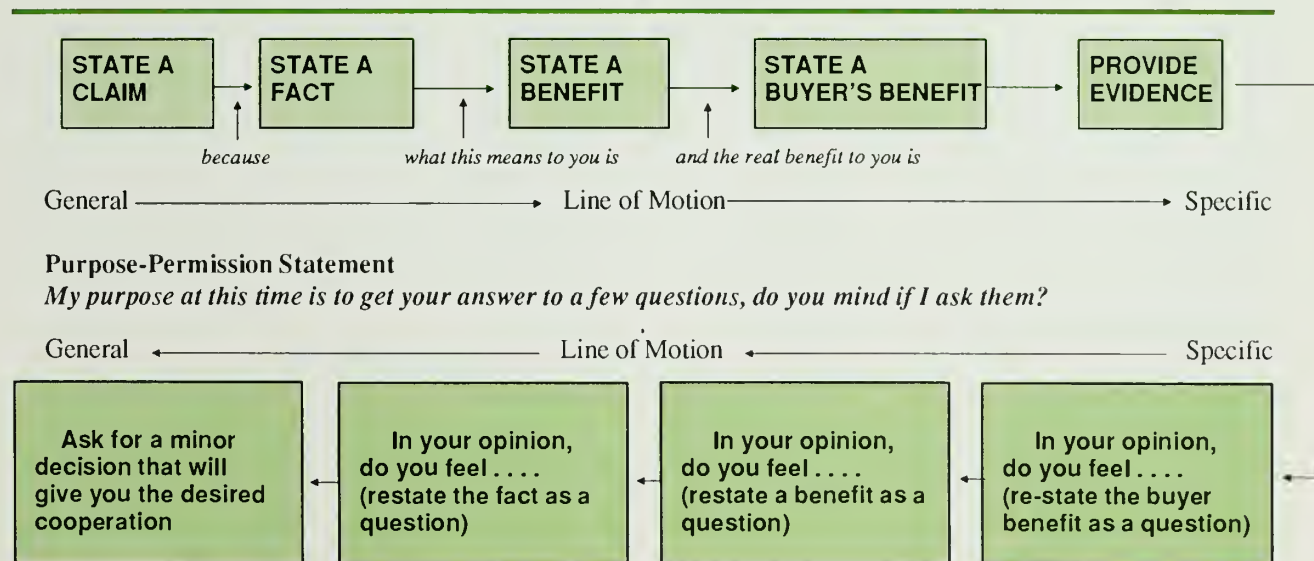
Let's look at an example of using trial closes with your presentation of features and benefits to help you complete the sale as shown in this formula:

"Mr. Prospect, the Army cares about your goal for receiving technical training . . . (bridge) because . . . we

ment contract . . . (bridge) and the real benefit to you is. . . that you will be happy and secure knowing exactly what training you will receive and what opportunities will be available to you as a result of that training. Let me show you what I mean . . . (provide evidence, and then continue with the purpose-permission statement). My purpose at this time is to get your answers to a few questions. Do you mind if I ask them?"

(After receiving permission, continue with the trial close) . . . "In your opinion do you feel that you will be happy and secure knowing exactly what training you will receive and what opportunities will be available to you as a result of that training?" (After a positive response; continue) . . . "In your opinion do you feel that you want your training to be guaranteed in writing in your enlistment contract?" (After a positive response, continue) . . . "In your opinion, do you feel you will be happy with the Guaranteed Training of Choice Enlistment Option?" (After receiving a positive response, ask for a minor decision) . . . "Mr. Prospect, the Army cares about your goal for receiving technical training, and that's what you want, isn't it?"

There you have it. A method of using trial closes with your presentation of features and benefits that makes them magic questions . . . questions that will let you know how your prospect feels without jeopardizing



have the Guaranteed Training of Choice Enlistment Option . . . (bridge) which means to you . . . that your training will be guaranteed in writing in your enlist-

ment contract . . . (bridge) and the real benefit to you is. . . that you will be happy and secure knowing exactly what training you will receive and what opportunities will be available to you as a result of that training. Let me show you what I mean . . . (provide evidence, and then continue with the purpose-permission statement). My purpose at this time is to get your answers to a few questions. Do you mind if I ask them?"

SFC Dennis Margheim, HQ USAREC Training

Success continues!

The Scholar/Athlete Award program has been around for more than 12 years and continues to be a success today because it works for recruiters. It works because the program is popular with school administrators, students and parents and doors to the school and the community are opened.

"The high schools in our area really like the award and work with us," says SFC Larry Robinson, station commander at the Columbus (Miss.) Recruiting Station. "It's important to be professional and make the actual presentation an important event to the kids, the administration and the parents alike."

"The Scholar/Athlete award has a strong tradition of excellence," says Robinson, who's been in recruiting since the first Scholar/Athlete Award was given in 1981. "It is important that we share that background with the audience when we present the award and emphasize that it really means something to get this award."

Judy Watts, a counselor at McLaurin Attendance Center in Florence, Miss., says, "We really think the Scholar/Athlete Award program is great. It's nice that the Army Reserve encourages both teamwork and making good grades. The students who receive the award at our school really treasure it."

Jeff Warren from Pillow Academy in Greenwood, Miss., won the award in 1989. Today he is a senior at Ole Miss and says, "It was a great honor to receive the Scholar/

Athlete Medal. To me, a good education is one of the most important things an individual can do for himself. Getting awards for sports is nice too, but this one meant more to me because it is a combination of both. It's great that the Army Reserve can recognize individuals for



being a good student and being an outstanding athlete."

Jeff's mother, Mrs. Hugh Warren of Greenwood, Miss., says, "I think the Scholar/Athlete Award is a very good award. It emphasizes the need of a good academic background in conjunction with a strong athletic ability. A lot of the time the academic part is not emphasized and it needs to be. Our son really felt honored to receive the award from the Army Reserve."

The Scholar/Athlete Award program also pays off big in school and COI contacts for many recruiters. For example, Robinson says he uses his primary visit to a counselor to help him contact potential prospects.

"Another thing our recruiters do is plan their appointments with the counselor around the school's lunch

time. Lunch only costs a dollar or so, and we can sit and talk with our DEP members and their friends after our appointment with the counselor. This program just gives us one more reason to be at the school and one more chance to talk to potential prospects."

Another important key to a successful Scholar/Athlete program is recruiter follow-up with the school counselor. Not all doors are always open, and they can quickly close if a recruiter doesn't plan ahead.

"Sometimes we come across a school that is hard to deal with," says Robinson, whose station had 25 out of their 31 schools participate in 1992. "It's best to make an appointment with the counselor, to take your time talking with the counselor about the program and show him or her the advantages of their students being honored for their excellence. You just have to keep calling until you get a nomination form back. I have even waited for them to fill out the form while I'm there. You can't just drop off the form and hope they will send it in. Follow-up is important," says Robinson.

The Scholar/Athlete Award program is a valuable key for recruiters. Recruiters make friends with students, their parents and the school administration. "If used properly, the program can open doors in school and COI contacts. I've seen promotional programs come and go — this one can really help you out over the long haul," said Robinson.

Melanie Moore, USAREC A&PA

CONAP

***— a program that works for
the Army Reserve, too!***

The Concurrent Admissions Program, CONAP, is a highly successful program that refers college-bound prospects to colleges and universities with concurrent enlistments, primarily in the Army. Research studies show that money for college under the Montgomery GI Bill program is a great incentive for prospects to join the Army. An extra incentive for enlistment is for colleges and universities to accept these prospects into college at the same time they enlist, with enrollment in classes to begin after their active duty obligation is completed. Reservists enroll after they have completed their initial active duty for training. This guaranteed admission into college allows the applicant to enter the Army confident that plans for college and the money to pay for it are secured.

The CONAP program that is successful for Regular Army soldiers who enlist for 2- to 4-year obligations has even more appeal for potential applicants who join the Army Reserve. Soldiers enlisting in the Army Reserve can attend initial entry training for a period of only 4 to 6 months before returning with guaranteed admission and educational benefits to attend college.

CONAP is available to prospective soldiers at over 900 colleges and universities that are members of the Servicemembers Opportunity Colleges (SOC). This con-

sortium of colleges, sponsored by two higher education associations in Washington, D.C., has the common purpose of removing traditional barriers that servicemembers face in pursuing their college education. SOC encourages colleges to accept most transfer credits up to a maximum of 90 hours or three-fourths of a normal bachelor's degree program or 45 hours of an associate's degree. SOC colleges also consider and award credits for soldiers' military education and experience.

CONAP helps the soldier gain admission to a college of choice. The college benefits because it can plan for the

***SOC removes
traditional barriers
servicemembers face
in pursuing college***

enrollment of these soldiers several years in advance. The country also benefits from having an experienced soldier who is planning for his future education and becoming a more productive member of society.

The merits of CONAP for Army Reserve were recognized when the program was established in 1988. The Servicemembers Opportunity Colleges provide that CONAP is also available to all Reserve Component soldiers. In the most recent update of USAREC Regulation 621-2 (31 Jan 93), CONAP provides the same opportuni-

CONAP for the Army Reserve is a significant step in opening the doors to colleges

ties to Army Reserve applicants. The regulation clearly specifies how Army Reserve prospects may participate in the program. With only 4 to 6 months between enlistment and enrollment in college, CONAP for the Army Reservist can more immediately assist the soldier to obtain entrance into college. A by-product of increased civilian education is increased retention rates in Army Reserve units. The distinct advantage for the Army Reserve CONAP program is that the benefits of college acceptance are realized at a much earlier time.

How do Reserve recruiters assist prospects who participate in the concurrent admissions process and what are the incentives to refer soldiers to a CONAP college? According to USAREC Regulation 621-2, the recruiter refers applicants to one of 900 CONAP-approved colleges on a "College Referral and Admission Agreement." The applicant completes the top half of the form requesting a college application and mails the referral to one of the CONAP colleges. The prospect will receive a college application, which should be completed and returned immediately. College officials review the application and complete the bottom half of the form, returning a copy to the recruiting battalion. Recruiters receive five incentive points on receipt of the completed college admissions agreement at the battalion.

Gold Badger SSG Wanda Estes, Easley (S.C.) Recruiting Station, is highly successful in referring applicants under the Army Reserve CONAP program. Estes says, "I think it is a fantastic program for Reservists considering college. Young people need to be thinking about their future, and I feel that all seniors should be referred to college under the CONAP program. With the benefits these Reservists will receive under the Montgomery GI Bill after completing initial training, it is an injustice not to refer them to college."

Estes continues, "Some colleges will even waive the admissions fee for CONAP applicants. Recruiters need to meet the college officials and education assistance officers and explain how CONAP will help the school."

Estes also states that recruiters must show a true interest in their applicants' futures. When applicants feel that their

interest is taken seriously by the recruiters, the applicants will return that favor many times over with renewed confidence and with quality referrals. "CONAP referrals are easy to do," says Estes. "Each recruiter should refer at least one applicant a month. It has worked for me."

The emphasis on the program must begin at the command level, starting with the station commander. Estes recalls one particular applicant who scored well enough on the SAT to earn a \$2,000 scholarship for college. The applicant was not aware of this scholarship until he pre-enrolled with one of the CONAP colleges. Within a few days of this initial interview, Estes was able to recruit a quality applicant for the Army Reserve and pre-enroll him into a college that provided the scholarship.

When CONAP was established, there were no provisions to separately track Army Reserve CONAP referrals and admissions. However, a recent spot-check during the week of 8-12 March 1993 indicated that the number of referrals for Army Reserve members was lower than expected. A change is being proposed to identify the component of participants in CONAP. When implemented the value of CONAP to Army Reserve members can be assessed and reported.

CONAP Referrals of USAR Enlistment

Week of 8 - 12 March 1993

Brigade	Referral Forms		Number Admitted	
	RA	USAR	RA	USAR
1st	35	14	16	8
2d	79	3	26	0
5th	35	10	21	0
6th	104	12	35	2
Total	253	39*	98	10**

* 39 referral forms out of 292 were Reservists (13%)

**10 agreement forms out of 108 were Reservists (9%)

The cost of college education continues to increase. The cost of tuition alone at public universities in the 1980s increased six times faster than family income and for private universities the cost is even greater. Today, it is estimated that half the college tuition costs in the United States is borrowed and must be repaid by the student. The Army's educational benefit program can bridge the gap for qualified applicants and the benefits of CONAP for the Army Reserve is almost self-evident: CONAP for the Army Reserve is a significant step in opening the doors to colleges while earning the benefits for Reservists that will assist in reducing their tremendous costs.

LTC Vance T. Bradford, USAREC PAE



Different results for different players

Is the Concurrent Admissions Program (CONAP) succeeding in your company or your station? From whose perspective are you viewing the success of CONAP? Maybe you ought to look at it from the college's perspective. Recently, a company commander related to one of his colleges that he felt the program was an outstanding success, because 80 college referral forms were sent to the college.

However, despite all those referrals the college admissions officer felt that CONAP is not working. In response to those referral forms, the admissions officer sent out 80 packets of application materials. However, the college had only received two completed applications, a dismal return rate. The college official also said that they do not know their local recruiters and had no one to discuss this problem with.

CONAP means different results for different players. Everyone must understand the needs of the colleges as well as that of the recruiters. For recruiters, CONAP is a

front end program to help obtain leads and enlistments

For colleges the payoff comes at the back end in the form of future students. If colleges never receive completed applications, they will never get students. If colleges never see a future payoff for them, why should they stay in the program? If recruiters do not visit their CONAP points of contact, how can these problems be surfaced and corrected?

What about the new enlistees? Are we taking care of them? Are we going through the motions on one end and not following up on the other? Take a little effort and show more concern for the enlistees. The recruiter should encourage his/her applicants to fill out and return college application forms. Recruiters may think of innovative ways of accomplishing this, and here is how a company in Rhode Island managed to increase the number of acceptances to college. At the same time they improved their working relationships with the college.

The company commander of Providence, Rhode Island scheduled a DEP/DTP function at a local college. He and the Director of Admissions of Community College of Rhode Island invited 80 DEP/DTP members to the college. The agenda called for a briefing by the company commander to explain how CONAP works. The Director of Admissions promoted the college by showing a video about the college and also giving a briefing on how military schooling and training is evaluated for credit. She also told the enlistees that most college credits taken at other institutions would be accepted in transfer.

After these briefings and the assurances given by the Director of Admissions, 36 enlistees completed CONAP and college application forms. For both the Army and the college, a little time expended brought positive results. The visit helped build good relations with the CONAP point of contact and began to build a relationship between the college and the enlistees.

Remember, the purpose of CONAP is to help recruiters obtain leads and enlist college-capable men and women. The vehicle for doing this is to have enlistees admitted to college. Doing so will result in leads from college officials, high school counselors, parents, etc. We designed the new College Referral and Admissions Agreements form to streamline the process and to get recruiters into local colleges, where they can work with the CONAP points of contact.

One problem that we must avoid is colleges dropping out of the program. If colleges do not receive admissions or if they are totally ignored by recruiters and company commanders, college officials will make decisions to drop out of CONAP. Visiting your points of contact at CONAP colleges and helping enlistees return their applications will make CONAP a successful and "living" program.

Bill Kunisch, HQ USAREC A&PA

Changing perceptions

— General visits Los Angeles

Movies glamorize them, contemporary videos use them as backdrops and the evening news confirms it - the streets of L.A., foreboding and dangerous, are a war zone. But, for 2 days in March, a trained man of war came to Los Angeles as an unassuming man of peace.

When MG Frank Miller Jr accepted the invitation of the U.S. Army Los Angeles Recruiting Battalion to visit local high schools and college campuses, he did not know what to expect. But being a soldier dedicated and committed to carrying out "the mission," MG Miller took on this assignment without reservation.

And just what was going on in Los Angeles that required the attention and presence of a two-star Army general? Particularly one of African-American descent.

Perception is reality. And the pervading reality throughout some L.A. inner-city high school and college campuses was that military service was not a realistic career alternative for minorities, particularly for a young black man or woman. Although the highest ranking person in the military is a man of color, his career status to many is considered more the exception than the norm.

So March 2, when MG Miller showed up on the

campus of Inglewood High School and later Southwest College he brought the Army's mountain to Muhammad.

Changing the Perception of Today's Army

MG Miller joined the Army in 1965. At that time it was a "take them as they come" type of induction system but that's not the case in today's Army.

***The bottom line
for military service
is based on
individual desire
and the will to
succeed.***

"The Army [of today] is not a place for socializing. It does not want the dregs of our society. As an officer, society is looking for me to make the right decision at the right time and and there is no time to wet-nurse malcontents," he said in response to a question from a Southwest College student about the quality of today's Army recruits.

The bottom line for military service according to the general is based on individual desire and the will to succeed.

During the question and answer session at Southwest, Velma Butler, a senior political science student, was curious about promotion and prejudice for those who do decide upon the military as a career. The general, who entered the Army as a private, told Butler that there is a lot of misinformation about prejudice in the military. "The Army was one of the first government



MG Frank Miller Jr., the Director of Operations at Forces Command, makes an appearance at Los Angeles to help change perceptions of the Army. (Photo by Cynthia Rivers-Womack)

institutions to integrate.” Even before the fall of Crispus Attucks during the Boston Massacre, black soldiers made selfless contributions in the defense of this country.

As a black general officer, MG Miller is part of a corps that represents approximately 5 percent of the general officers in the Army. But he did not become a general officer based on his good looks. “Promotion is not a popularity contest,” he said. He emphasized that the military is not for everyone — not even his own children — especially if they don’t have the intrinsic desire to serve their country through military service. “But,” he says, “I’ve known since I was a young man that I was a leader. I’ve always been in leadership positions which is why I decided to pursue Officer Candidate School immediately after basic training.”

“It is my responsibility [as an officer] to achieve my potential and contribute something back to the community that spawned me,” he said.

MG Miller, whose decorations and awards include the Distinguished Flying Cross, the Meritorious Service

Medal, the Army Commendation Medal with Four Oak Leaf Clusters and the Vietnamese Cross of Gallantry with Silver Star also recognized and praised the non-commissioned officer. Thirty to 40 percent of the Army’s NCOs are African-American, a fact which stood at issue in black communities across the country during the Persian Gulf war.

Getting to the Roots

As the general traveled intrepidly across L.A. county visiting high schools from Westchester to Norwalk, he had an opportunity to get in touch with some of its young people — those that had made commitments through the JROTC and those that were still searching for a *raison d’etre*. Many of them had never seen a two-star general except in old war movies or during television news interviews.

But, for the students, faculty and principals at Dominguez, Lynwood and Mayfair High Schools his presence on campus was positive and inspiring. MG Miller was impressed by the students attentiveness. Their receptive response to his visit discounted the misinformation and stereotypes that had been portrayed in the media. He said, “they are eager for direction and some are ready to take on the reins of leadership.” Even on the campus of Southwest College, the president, Dr. Carolyn Williams, extended her full support in reintroducing the military back on the campus. That’s where the recruiter’s job begins.

Reaching for the Stars

When MG Miller is not at the desk as Director of Operations, J3, Forces Command at Fort McPherson, Ga., he is on the road making about 50 to 55 speeches a year to young people and civic organizations about the benefits of military service.

During a courtesy visit to the Norwalk recruiting station, MG Miller chatted with SFC Stewart, SSG Valdez and SSG Harrison about the tenacity and “true grit” it takes to be a recruiter. While he commended them for being good salesmen, he urged them to continue to stay involved with their local schools and communities. And follow the example of SFC Stewart who says, “stay versatile.”

According to MG Miller, when young people decide that they want to invest their future in military service, it is the job of the recruiter to ensure that they are made aware of every opportunity available to them to excel to the highest caliber of their ability. Everyone has a contribution to make, from the private to the four-star general.

Cynthia Rivers-Womack, Los Angeles Bn A&PA

The Test

1. Recruiters who have demonstrated successful performance and the potential for assignment to positions of increased responsibilities, should be recommended for _____.

- a. attendance at ANOC
- b. assignment as a nurse recruiter
- c. attendance at an advanced recruiter training course
- d. assignment as a recruiter trainer

2. What must be included, at a minimum, as recruiters annotate their planning guides with training received?

- a. the subject taught
- b. the instructor's name and the subject taught
- c. the instructor's name, subject taught, and who was there
- d. the subject taught and intermediate training objectives

3. Who can administer the Oath of Office for a registered nurse who has been selected for an appointment as an ANC officer?

- a. An active duty commissioned officer of any armed force.
- b. A reserve duty commissioned officer of any armed force.
- c. An individual authorized to do so IAW instructions on the DA Form 71.
- d. All of the above

4. What percentage of male grads on the LRL must be contracted by 30 May?

- a. 85 percent
- b. 90 percent
- c. 95 percent
- d. 100 percent

5. Which regulation governs requests for reserve unit assignment of individual ready reserve members?

- a. USAREC Reg 140-3
- b. USAREC Pam 140-3
- c. USAREC Pam 140-10
- d. USAREC Reg 140-10

6. Prequalification of members of the individual ready reserve who desire to transfer into a reserve troop program unit is determined by the individual soldier's IRR status, test data, and _____.

- a. physical data
- b. unit interview procedures
- c. rank and MOS
- d. qualifying test scores

7. Who has the responsibility for insuring that applicants are prepared to enlist immediately following successful completion of the physical exam?

- a. the recruiter
- b. the station commander
- c. the platoon sergeant
- d. the guidance counselor

8. All mentally qualified college seniors and graduates with at least a baccalaureate degree will be scheduled for a personal interview with the Recruiting Company Commander through _____.

- a. the recruiting company commander
- b. any member of the CLT

- c. the 1SG
- d. the RS commander

9. Whenever a prospect is given a JOIN sales presentation, the recruiter's name, the prospect's name and the portion of the sales presentation the prospect received is permanently recorded on the _____.

- a. Prospect Data Diskette
- b. Prospect Index Diskette
- c. USAREC Form 200-C
- d. ARADS Form 617A

10. When three consecutive system errors are made during the sample test while taking the CAST, the prospect is directed to call the recruiter. The recruiter then can _____.

- a. start the test from the beginning
- b. start the test from where the error was detected
- c. stop the test
- d. all of the above

11. Who is responsible for tracking the status of Concurrent Admissions Program (CONAP) applications?

- a. the recruiter
- b. the station commander
- c. the education services specialist
- d. the enlistee

12. Who is responsible for notifying the Recruiting Battalion awards clerk when college admission agreements on CONAP participants are received so recruiters will receive their quality points?

- a. the recruiter
- b. the station commander
- c. the education services specialist
- d. the recruiting battalion operations NCO

13. To safeguard "For Official Use Only" (FOUO) material during duty hours if non-governmental personnel (e.g., cleaning teams, beverage machine service personnel, etc.) have access to the work area, it will be _____.

- a. placed in an out-of-sight location
- b. placed in a locked room
- c. held by the senior recruiter in the station
- d. forwarded to the recruiting company headquarters

14. Regardless of what closing method you use, it is important to recognize that is as important as the close itself.

- a. effective follow-up
- b. challenging the prospect
- c. knowing when to close
- d. keeping positive for a satisfied prospect

15. If a prospect makes a commitment prior to the completion of your sales interview, the tone of the interview _____.

- a. must remain the same to get additional commitments
- b. no longer matters
- c. must change to providing information rather than selling
- d. stops as the interview stops since the sale is over

(The answers to this month's Test can be found on the inside back cover.)

The way I see it . . .

Vision implies change. Change is upon us. We are better off to participate in change and to help shape it than to be dragged along by change. You can help shape the future and make it better. You know your job better than anyone. What are your ideas for improving operations? Share them on the space below and mail this according to the instruction on the back of this form, postage free. Please be as detailed as possible when citing examples for improvement. Recruiters, support staff and family members are encouraged to use this space to voice ideas and concerns. If you desire a direct response to your comments or suggestions, please include your name and address. Names are not required.

Teamwork: Working together as a team we can accomplish more than working as individuals. Share your vision for the future of the U.S. Army Recruiting Command. All forms are mailed to and received directly by the U.S. Army Recruiting Command Chief of Staff, Fort Knox, Ky.

HQ USAREC Fm 1825, 1 Jan 91

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Fold here first

The secret of their success

— Mega-DEP worked with prior planning, says KC

Upon leaving downtown Kansas City recently, MG Jack C. Wheeler, USAREC's commanding general, leaned back in his seat and described the Mega-DEP function he had just left. His words were few, but definitive. He said, "It was organized and structured. There was something for everyone to do the minute they walked in."

He went on to say, "It's important that the DEP members get a feel for military structure and discipline prior to entry onto active duty, to get an idea of what's ahead so they can better prepare. In short, make them feel that they're in the military now." And of course they are, as members of the Delayed Entry Program and the Delayed Training Program.

When MAJ Leroy Stevens, battalion executive officer, and the A&PA staff sat down 3 months earlier and laid out the initial plans for this year's Mega-DEP

function, that's exactly what the plan was. Don't just bring DEP and DTP members and their guests together for food, entertainment, and a promotion ceremony — bring them to the Army and start making the Army part of them.

How do you keep several hundred kids busy from 10 a.m. to 3 p.m.? Fill every minute of their time, and at the same time train the, motivate them, promote them, and feed them — and, of course, have fun! The function must also be "military" with structure and discipline, and the

At right, MG Wheeler discusses military structure with twin DTP members, Mark and Mike Finley, of Buhler, Kans. (Photos by Bob Wrolstad)





SPC Brian Hansford, HHC, 18th Airborne Corps, Fort Bragg, tells a DEP member that he had been promoted by MG Wheeler a couple of years earlier.

facility must have a military look and a patriotic feel.

Because the function was to take place in February, it was important to use an inside location. The Exhibition Hall of Kansas City's Municipal Auditorium is so large the Mega-DEP could be planned almost like an outdoor function. That meant break out the grills for food and invite local Reserve units to display equipment. And equipment they brought — everything from small vehicles to construction equipment to 18-wheelers. The hall was so big that a major concern was how to make a few hundred DEP members look like a lot of people in the wide open spaces, but with all the equipment in place, the hall seemed to shrink quite a bit.

You may ask, why grill burgers for a thousand people instead of doing it the easy way? The answer is dollars — catering a meal of burgers, chips, and soft drinks would come to over \$4,500. However, with recruiters manning the grills, all the food and materials for a first class grill-out ended up costing less than \$2,500.

Another feature of the displays was the presence of soldiers representing several of the major FORSCOM posts. The battalion sent out invitations to every post, asking for a soldier to attend and advertise — show off his or her post. Forts Bragg, Drum, Campbell, and Stewart answered the call by sending their Soldiers of the Year. These soldiers brought patches, stickers, pamphlets, and other information about their units. This gave the kids who were scheduled for duty at these posts an early opportunity to become familiar with their future homes. Parents and wives of DEP members were especially interested in learning about their loved ones' assignments.

Forts Bragg, Drum, Campbell, and Stewart answered the call by sending their Soldiers of the Year



What's a buddy for? DEP members help each other out with the camouflage.



A DEP member tries to blend in with his natural habitat.

As MG Wheeler toured the post displays, the representative from the 82d Airborne at Fort Bragg proudly announced that Wheeler had promoted him to private (E-2) at a Mega-DEP function in Georgia just a couple of years earlier.

The highlight of the morning was the promotion ceremony and motivational remarks by Wheeler. Over 60 DEP members were promoted and then Wheeler presented his message on courage, candor, and commitment.

A special part of the ceremony was the participation of the Blue Springs (Mo.) High School band. Led by band director Doug Watts, the band entertained before and after the ceremonies, as well as played the National Anthem and the Army Song. Watts had helped the Kansas City Battalion previously by coordinating music for the Veterans Salute at a Kansas City Chiefs game for the past 4 years. Blue Springs High School has one of the many great high school bands that are available and love to participate in military ceremonies. What a way to recruit for the Army band program!

Then came the key to the whole program. The ceremonies were nice, the displays popular, the music enjoyed,

and the food tasty and filling. At many Mega-DEP functions and even many regular DEP functions, this is the thrust of the deal. But Kansas City went a step beyond that to incorporate the beginning of military structure and discipline - basic training!

So entered eight drill sergeants from Fort Leonard Wood, Mo. Their mission was to give over 600 DEP members their first taste of basic, their first taste of military training, and that first look at the dreaded "Smokey the Bear" hat.

The idea was to give the DEP members some solid training that they would need before and during basic training to help them get off to an easier start. They also had an opportunity to meet and get a feel for the drill sergeant before basic training. Now when they arrive at the reception station they won't have as many fears or anxieties as typical new recruits have. One of the biggest reasons against joining the Army is fear about basic training — and the fear is a major reason for DEP loss. The Mega-DEP training is designed to ease both problems. We show the kids that they have joined the most professional of organizations, and the training and conditioning they will receive will not only lead to a successful military career but will carry over to their success throughout their lives.

The training was divided into four parts. The DEP members were divided into four groups and the training was conducted in a round-robin format. Each class took 30 minutes. It was just long enough to train, yet short enough to keep the kids' attention.

Class I was the gas mask. The drill sergeants not only trained them in its use, but they also had the kids try them on and get a feel for it.

Class II was physical fitness. The drill sergeants outlined the requirements for the reception station portion of basic, as well as what's required to complete training. They demonstrated the techniques of proper push-ups and sit-ups and had the kids try to see how they could do. The drill sergeants also gave the kids hints of what could be done at home to prepare them physically for basic.

Class III was drill and ceremonies and military courtesy. The kids learned the proper salute and how to address officers and NCOs. They learned attention and parade rest, as well as basic turns. It was amazing to watch

***No doubt they felt like part of
the Army on that day***

this portion of the training because at the end of each group's session, the drill sergeant had them in a formation doing simple basic commands. After only 30 minutes to



A drill sergeant helps this DEP member with his push-up form.



Newly promoted to private (E-2), these DEP members stand proudly at attention.

watch about 1,000 or so kids snap to attention on command, do a left face, right face, and parade rest was a sight to see.

The final class was giving general instructions on how to prepare for basic training and what to take along. It also was a time the DEP members could ask questions. This section also did a little instruction on camouflage face painting.

"Mission was accomplished," MG Wheeler said. They were put under the net of military structure and discipline with everything being done in a professional manner. It was not an entertainment event. But the kids didn't know that. They had fun. There was no doubt they felt like part of the Army on that day.

MG Wheeler gave some final compliments, remembering that every great event is a result of good leadership, the hard work of many people working as one, and a well executed plan. As Hannibal Smith on the popular TV show *The A-Team* used to say at the end of each show, "I love it when a plan comes together."

Robert A. Wrolstad, Kansas City A&PA

The hardest job in recruiting

— USAREC's station commanders

Putting people in the Army is a tough job, and no place is it tougher than sitting in the seat of the station commander. The following are some views from station commanders and Recruiter of the Year award winners.

SFC Stephen M. Vaughn **RA Recruiter of the Year**



I had been at the Melbourne (Fla.) Recruiting Station about a year when the new station commander reported. The atmosphere in the recruiting station changed immediately. After the first week, we knew we had a station commander who cared about recruiters.

We noticed his dazzling sense of humor when things got tough, his willingness to work the extra hours with the recruiters when the numbers were down, his giving a pat on the back when we did our job well, and most of all we noticed his knowledge and experience in productive recruiting.

He recognized that I was a responsible sergeant first class and that I could do my job. So he left me alone but was always there when I asked for help. There was no "do as I say, not as I do" leadership style. He supported the station recruiters when we were right and took the blame when things went wrong. He took an interest in our applicants and we saw that he was a good recruiter. Our station was working as team.

I worked with SFC Thomas Black from August 1991 to January 1993, when I left to become a station commander at the Rockledge (Fla.) station. I'm on-production and working longer hours now, going home at 8 or 8:30 each night. Being a station commander is the most demanding job I've had in recruiting. It requires real lead-

ership skills that I am emulating from Black. He is a real recruiter's recruiter.

SFC Thomas Black **Station Commander**

SFC Black describes himself as a practical joker and believes in keeping routine and monotony out of recruiting. His five-recruiter station has a mean outdoor basketball team that wins every game they play. They also have picked up two contracts at the basketball courts. If the recruiters are on the telephone or working, he doesn't go out and start anything with them. His philosophy is "when at work — work."

He helps a new recruiter get to know the recruiting area and the people in the area. He goes out with the new recruiter on the first couple of appointments. When assisting in an interview and he hears the prospect saying that his parents have the money for college but the recruiter is selling the college fund, he doesn't hesitate to take over the interview. The recruiter has always appreciated this and has been happy to get the contract. He is conscientious about daily performance reviews and says it makes sense to stay flexible in a daily plan. Black believes there are no shortcuts in training recruiters, the regulations must be followed.

SSG Robert H. Carr **New Recruiter of the Year**



Every recruiter wants to be successful, but if he is continuously dogged out he will get to where he doesn't care. The best thing station commanders can do for recruiters is to be proficient in what they are directing their subordinates to perform. You learn by example.

When I first came into recruiting, I was having trouble

making appointments on the telephone, even though I was spending hours trying. My station commander sat down with me and showed me what I needed to do, and I have not had any more trouble. Most important thing is helping the recruiter when you see him getting discouraged.

I have had three station commanders. Each of them have their own leadership style. Some leaders may use the authoritarian style, tell you what to do and want you to do that exactly. My present station commander is more relaxed—has a mixture of two styles. He includes the recruiter in on decisions, lets him be in charge of himself, teaches in TTE what made him successful, shows them rather than lectures.

Everybody knows when they are failing. They don't need anyone telling them that. They need to be shown how to get out and do face-to-face. The station commander needs to take an active interest and have a personal side. The recruiter will have respect for that station commander.

I would enjoy being a station commander. Of course, recruiters see things they would like to do to change recruiting, but there is a lot involved. It is not just going out and telling everybody what to do. If you want them to be successful, you have to motivate. The bottom line is be able to do what you direct others to do.

SFC Peter J. Buckles **Station Commander**

I have been a station commander at the Mesa (Ariz.) Recruiting Station only since October. I previously worked as an on-production station commander but this is very different. Now I am depending on four individuals to do the job I used to do — it was culture shock. I have made some decisions that are wrong, but the recruiters come forward. I go home, think it out, and come back and say, "You guys are right."

I use hands-on training for the two TTE recruiters. On many occasions I go out on house calls and on face-to-face with them. We talk it over afterwards. The brow-beat attitude has changed over the years. We can still make it happen without that.

Paperwork has been the hardest part to learn, but it gets easier as it goes along. The easiest part is having good people to work with. My philosophy is, "Do the best you can and take it one step better and you will never fail. And have fun while doing it."



SFC Renee D. Kiel **USAF Recruiter of the Year**

The thing I like most about my station commander is that he is always in the station. It is like having someone at home base. When you need help he is always there. I have 3 years of experience so he gives me a

lot of latitude, which helps me attitude wise and makes me feel he is always on my side. He has a good sense of when to tighten the reins and when to loosen them. That helps my motivation and makes me want to come to work.

Our station commander spends more time with new recruiters. He deals with each recruiter differently because they each have a different approach to recruiting. This job requires creativity and he allows us to use our creativity.

Good station commanders control the station. Those from higher up can come down on recruiters and cause an immense amount of pressure. The station commander can be a buffer between CLT, BLT, first sergeant and recruiter. The station commander should be the one to control the recruiters and do the correction themselves.

SFC Mary L. Cunningham **RA Nurse Recruiter of the Year**



My station covers a territory of 1,012 square miles — all of Kansas and western Missouri. Some stations in Kansas are 100 miles apart. Since we are a nurse recruiting station, I have all experienced recruiters. They are hand picked and the cream of the crop.

Prior to my becoming a station commander in March of last year, I worked for two other station commanders as a nurse recruiter. One style of leadership provided the station recruiters with all the materials we needed to make mission. The other style was more delegated. My style of leadership is to get in the car with the recruiters and provide them with the assistance they need. And, I put in a few words during the appointment if necessary.

The most important part of the job is DPR. You have to know what the recruiters are working.

Lessons learned

- Have a sound knowledge of recruiting regulations.
- Treat the station recruiters fairly.
- Keep a positive attitude.
- Know the recruiting area.
- Learn a variety of ways to motivate people.
- Keep a sense of humor.
- Be a good leader.
- Recognize differences in personalities.
- Care about people.
- Work the long hours when needed.
- Don't micro-manage station recruiters.
- Express appreciation for a job well done.
- Know how to train and be able to train.
- Take the blame when something goes wrong in the station and keep on driving.

Pearl Ingram, RJ staff

■ MG Jack C. Wheeler made 12-year-old John Clark Packer of Madison (Miss.) an honorary Army recruiter. John Clark was recognized for his love of country, his fondness for the Army, and his courage in his on-going battle against cystic fibrosis. Area educators, city and county officials, and media representatives were among the invited guests who enjoyed the touching remarks by MG Wheeler. (Photo by Jack Hobbs)



Editors press commander

■ A special group of newspaper editors in Pennsylvania participated in a unique experiment in practical journalism.

These editors, representing 20 high school newspapers, were offered the chance to get some hands-on reporting experience thanks to the Harrisburg Battalion. Encouraged to play the role of a beat reporter, the 42 students were guests at the battalion's High School Newspaper Editors' Tour and Press Conference.

The program was divided into three phases. First, the student editors toured the Harrisburg MEPS facility. Then they attended a luncheon and press conference, and later they submitted their published articles for judging in a writing contest.

Students take notes while listening to the Harrisburg Battalion Commander, LTC George C. Clarke. (Photo by Gary Vezza)



Following the tour, the student editors were guests at a COI luncheon and provided the opportunity to participate in a real press conference. Each student received an information packet containing background information on the battalion, the commander, and on opportunities and options. Battalion commander, LTC George C. Clarke, opened the press conference by discussing a current Army program designed to capture the students' interest and to prompt questions.

Initially the students were reluctant to ask questions, so the commander had to lead them along and encourage them to participate. "Once they got comfortable," Clarke said, "they really warmed up to their task. Their questions were insightful, intelligent and could get pretty tough."

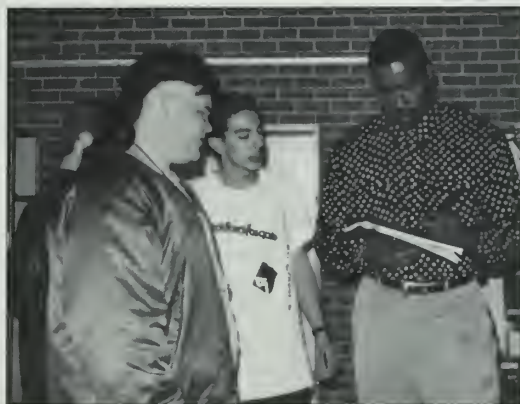
"It was a good learning experience for them and a good practical exercise for a battalion commander, too," he added.

Finally, the student editors were asked to put everything they learned throughout the day into an article and publish it in their high school newspaper. To encourage them to follow through with this request, the battalion conducted a writing contest that was judged by public affairs specialists and the education coordinator. The students submitted a copy of their published article and the best one received an award from the battalion. The writer, newspaper staff, and the school were presented a handsome plaque.

"This is a positive, pro-active program, and when used with the Stay in School/Stay off Drugs, the Science and Engineering Fairs, along with the Scholar Athlete Program, it keeps Army recruiting in the forefront of the high school market," Clarke said.

Gary Vezza, Harrisburg Bn A&PA

Simon Fletcher of the Denver Broncos football team signs autographs prior to speaking to high school students. (Photo by Carmi Eichhorn)



Students love Bronco

■ The air is electrifying all around. Whispers are heard in every corner and heads crane to catch a glimpse of the famous man.

The place is Fountain Fort Carson High School, Fountain, Colo., and the reason for the excitement is Simon Fletcher. Who is he, you may ask? Why, none other than the tight end for the Denver Broncos football team, and he has come to bring a message for the students of this school.

As the bell rings and students rush to get to the gym, Simon Fletcher stands in the hallway signing autographs for students, teachers, and school staff.

Once the students are seated, SSG Dale Cowan, Security (Colo.) Recruiting Station, introduces the famous man. Applause is deafening and then there is a stillness as the man begins to speak.

Appearing poised and calm, Fletcher begins to tell the students the importance of staying in school, staying away from drugs and gangs, and setting attainable goals for themselves.

"I played football my senior year in high school and received a

scholarship from the University of Houston, Texas, and the rest is history," continued Fletcher.

He went on to tell the students that if you have an education, you can reach your goals. College is great if you can get it, but there are other ways to get an education and achieve your goals, such as technical schools and joining the Army.

After Fletcher spoke for 30 minutes, you could feel the air of excitement still swirling, but you could also hear many of the students say that if he could reach his goals, so could they. Maybe hearing someone famous telling them to stay in school and out of trouble will carry some weight. Simon Fletcher's presence at Fountain Fort Carson High School will help these students to stay in school and receive their diplomas.

Carmi A. Eichhorn, Denver Bn A&PA

Just passing through

■ During his first visit to a recruiting station, the Sergeant Major of the Army was elated when an enlistee stopped in to visit his recruiter.

SMA Richard A. Kidd spoke at length with Larry Charles, a patrolman with the Fulton County Police Department. Charles, who served previously with the 82d Airborne Division, has already been accepted into the Warrant Officer Flight Training Program and is waiting for a school date.

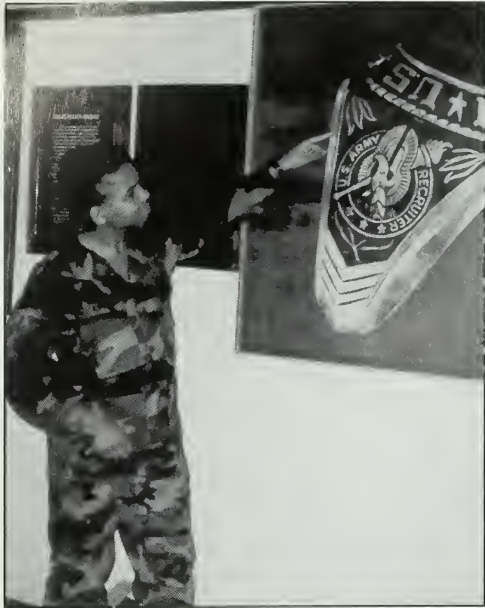
SMA Kidd visited Atlanta's College Park Recruiting Station during a 4-day tour of Atlanta area military installations. He spent over an hour in what was to have been a brief visit, speaking with the recruiters about their concerns and current issues that might affect recruiting efforts, such as the proposed change in policy regarding homosexuals.

He gave his personalized coins to each Army recruiter and even gave coins to recruiters from other branches of the military whose offices are located next door. But he admonished them by saying that when their equivalent to SMA comes by, they are to say, "The Sergeant Major of the Army has already been here."

Cindy Weaver, Atlanta Bn A&PA



SSG Dominic Menefield and policeman Larry Charles explain Charles' recent acceptance into the Warrant Officer Flight Program to SMA Richard A. Kidd. (Photo by Cindy Weaver)



SSG Whitney Ross aims to be the best and capture the recruiter ring. He graduated from the Recruiting and Retention School March 11. (Photo by Dorothy Summers)

Do or do not

■ He's lightning ready to strike and dynamite timed to explode.

That's SSG Whitney Ross, a soon-to-be transitional training recruiter who's people oriented and already possesses the silver tongue . . . a gift that recruiters acquire.

Ross, a medical specialist at Hawley Army Community Hospital (Ind.), gave four TAIR presentations at South Montgomery High School during December.

"A bullet would've missed him because he was animated," said SGT Brent Shelburne of the Lafayette South Recruiting Station and Ross' escort for the day.

"I was revved and charged up," added Ross. "And then, I was introduced . . . and looked into the student's eyes. Shock! What am I doing here? What am I going to say? There wasn't any adjustment time, just do it, raced through my mind."

So the students got a dose of the

Dolton, Ill., native, his experiences in Germany, Saudi Arabia, and Fort Benjamin Harrison, Ind., topped off with information on job responsibilities of an Army medical specialist and job progression, Shelburne commented, "We were out in the community going to the library, to stores, walking and talking to people about the Army. I explained that's what recruiting is about . . . talking to people. To be successful, you've got to be positive and excited about what you're doing."

The positive feedback about recruiting was just what Ross needed to hear because since he had volunteered, he'd heard many

negative comments.

Not deterred, but fired up, "I'm going to be the best," added Ross. "from recruiter badge to the recruiter ring. And as Yoda said, "Ignite the flame! Do or do not. There is no try."

Dorothy Summers, Indianapolis Bn A&PA

Guard prepared

■ Jupiter Recruiting Company, Miami Recruiting Battalion, recently provided the color guard for a special guest speaker sponsored by the Palm Beach Boys and Girls Clubs: GEN (Ret.) H. Norman Schwarzkopf.

"We had only a few days to pull it all together and we worked hard. It was definitely worth it, though, when Schwarzkopf personally thanked us for our efforts," said SFC William Pass.

SSG James Pellechia, a Desert Storm veteran, was particularly honored to meet the former USCENTCOM commander, "I never had the opportunity to meet him overseas," said Pellechia. "I certainly never thought I'd have the chance as a recruiter."

There was a recurring theme in the general's conversations and meetings with area youth: "Be all you can be, stay in school, and don't do drugs."

The Miami Battalion, most impressed with the general's efforts on behalf of recruiting, is honored to have such an impressive and dedicated COI.

Dorothy Silva, Miami Bn A&PA



GEN (Ret.) Norman Schwarzkopf watches as SSG Pellechia, SFC Pass, SFC Richard McAllister, and SSG Ronald Franklin, from the Jupiter Recruiting Company, present the colors. (Photo by Dorothy Silva)

HOT messages

RECUSAR message **93-020** changes the FY 93 USAR Reserve incentive program.

1. Recruiters should continue to sell the Army Reserve and allow guidance counselors to sell **SRIP** as needed. There are five SRIP (EB) options:

- a. Bonus Unit - No
Bonus MOS - No
- b. Bonus Unit - No
Bonus MOS - Yes
Bonus Authorized - \$1500.
- c. Bonus Unit - Yes
Bonus MOS - No
Bonus Authorized - \$1500.
- d. Bonus Unit - Yes
Bonus Authorized - \$2000.
- e. Bonus Unit - Yes
Bonus MOS - Yes
Bonus Authorized - \$2000.

2. Student Loan Repayment Program

The \$10,000 SLRP will continue to be offered to only those individuals who enlist or reenlist in a unit that offers a Unit Bonus displayed on USAR REQUEST or an MOS that appears on the HQDA Critical Skill List. Applicants must meet all requirements of AR 135-7 to be eligible for SLRP.

The \$20,000 SLRP will be based on the HQDA Critical Skill List (see paragraph 3). All the MOS listed for the \$20,000 SLRP are also listed on the \$10,000 list, due to the MOS being eligible for the skills enlistment bonus. Applicants must meet all requirements of AR 135-7 to be eligible for the SLRP.

3. USAR CY 93 Selected Reserve Incentive Program (SRIP), effective 1 April 1993.

- Eligible Skills for Enlistment

Bonus/Enlistment SLRP (\$10,000):

12B, 12C, 13B, 18B, 18C, 18D, 18E, 29V, 31F, 31L, 31M, 33T, 37F, 38A, 42D, 43E, 43M, 45D, 45E, 45K, 46R, 51B, 51G, 52C, 52F, 52G, 54B, 55B, 55R, 57E, 57F, 62F, 62G, 62H, 62J, 63D, 63E, 63J, 63S, 63T, 63Y, 67T, 68D, 68G, 68H, 68Q, 68X, 71C, 75C, 75D, 75E, 76J, 76X, 77F, 81B, 81Q, 82B, 88H, 88K, 88L, 88Q, 88V, 88W, 91C, 91D, 91L, 91M, 91Q, 91S, 91T, 96D, 96H, 97B, 97E, 97G, 98G, 98H.



- Eligible Skills for SLRP (\$20,000) Enlistment:

18B, 18C, 18D, 18E, 31F, 38A, 91C, 91L, 97B, 97E, 98G

- Eligible Skills for Prior Service Enlistment Bonus:

18B, 18C, 18D, 18E, 18F, 25R, 29V, 31F, 38A, 45E, 51G, 52G, 62H, 63E, 68H, 68X, 71E, 88V, 91C, 91L, 91T, 91V, 97E, 97G, 98G, 98H.

4. The **Prior Service Enlistment Bonus** will not be offered to individuals unless they meet all requirements in AR 135-7 and are projected to occupy (valid vacancy on REQUEST) a specialty in which they successfully served while on active duty and were MOS qualified at the appropriate skill level. Paragraph 3 above lists the MOS that qualify for the PSEB. Individuals enlisting for

the PST, STARR, and Drill Sergeant Program are not authorized to receive incentives under PSEB.

5. REQUEST is the authority for a unit to receive a bonus. If REQUEST does not register the vacancy as bonus eligible, a bonus cannot be paid. The HQDA Critical Skill List is the authority for an MOS Bonus. The U.S. Army Reserve Command (USARC) has the responsibility to load and update the REQUEST system for eligible unit bonuses. REQUEST is verified weekly. HQDA will publish changes to the MOS bonus list as needed.

- RECUSAR message **93-018** addresses problems and solutions to USAR cancellation codes.

- RECUSAR message **93-019** deals with SPLIT trainees who failed basic training.

Guidance counselors will ensure that all soldiers holding SPLIT II reservations who failed the APFT or BRM will have their orders amended. APFT failures must have 1 additional week on their orders; those needing only BRM should have at least 3 weeks; and those needing both BRM and APFT will require 4 additional weeks.

Questions and comments

If you have a question or idea you want to share with others, write us. Please be as detailed as possible.

Send mail to our new address:

**Director, Reserve Affairs
ATTN: RCRC-PPS-TIPS
Fort Knox, KY 40121**

POC is MSG Hirnikel, 1-800-223-3735, extension 4-0873.

Factoid

Hiring levels are reviving in most parts of the U.S., according to Olsten. In 1993, 33 percent of companies plan to add staff in the first 6 months, versus 27 percent in 1992 and only 21 percent in 1991. This will mean keen competition for jobs, especially in highly industrialized areas.

New people cost money

The average cost to recruit and hire a new college graduate is \$3,738, according to Michigan State University. Employers reporting the highest costs for recruiting are automotive and mechanical equipment (\$21,800); glass packaging and allied products (\$6,628); governmental administration and military (\$5,376); and electronics, computers, and electrical equipment manufacturers (\$5,154). Most firms always/ most always conduct background checks of work habits (58 percent), absenteeism (51 percent), and work attitudes and ethics (59 percent) when hiring new graduates. Less frequently checked are criminal convictions (39 percent), drug abuse (36 percent), and excessive alcohol use (24 percent). While Army practices are much more restrictive, the opportunities to continue to outweigh the initial costs.

Work and family

Employers are more willing to provide training to those who have taken the time to increase their education level. Data indicates that the higher the education level, the more likely a person is to receive training. The Army's "Stay in School" program, combined with an Army enlistment,

helps to provide the education and training needed to make youth of today, competitive tomorrow.

Percentage Receiving Training

HS	40.1
HS Graduate	56.4
Some College	63.0
College Graduate	66.8

The same holds true for those scoring higher on ASVAB.

Percentage Receiving Training

Less than 50 AFQT	42.4
50-65	50.6
65-80	60.7
Greater than 80	67.1

The results from prior studies indicate that more educated workers are more likely to receive training. More educated workers, however, probably have a higher aptitude for training, and the statistics indicate that high aptitude also correlates positively with the receipt of training. Consequently, the relationship between education and training may reflect the influence of both aptitude and education.

The data also indicates that the receipt of training is positively associated with aptitude within each educational category. This implies that aptitude plays a role independent of schooling in the receipt of training. Still, education also appears to affect the receipt of training independently, given that for each AFQT level, those with more education are more likely to receive training. A complementary relationship apparently exists between training and both education and aptitude.

A study by Lisa Lynch shows that training plays an important role in determining wages and wage growth for non-college-bound youth. In particular, training received from trade or vo-tech institutions appears to be useful for increasing wages. Lynch also finds that company training increases an individual's wages only in the firm providing the training,

even for workers in their first jobs.

Studies indicate that the economic rewards from private training are greater the longer the duration of training. The effect of 6 months of off-the-job training or training in the military is estimated to equal between 1 and 2 years of college education.

Drug use is lower among black youth

Black students have considerably lower usage rates on most illicit drugs than do white students at all grade levels, according to a report by the National Institute on Drug Abuse. Black high school students have a much lower rate of daily smoking than whites (5 percent vs. 21 percent in the senior year). The daily smoking rate is one-quarter to one-third that for whites. Black smoking rates have been declining since the early 1980s, while white and Hispanic student use over those years declined very little.

Among black high school seniors, the daily drinking rate is only half that for whites and Hispanics, and black students' daily marijuana use is only about one-third the rate of whites and Hispanics.

On average, use of drugs is highest among Native American youth, somewhat lower among white and Hispanic youth, and lowest among black and Asian American youth. Binge drinking is also much less common among black students (12 percent) than among white (33 percent) or Hispanic students (30 percent). Hispanic seniors have the highest usage rates of some of the most dangerous drugs: cocaine, crack, PCP, heroin, ice, and steroids. White seniors have the highest usage rates of drugs such as marijuana, inhalants, LSD, barbiturates, alcohol, and cigarettes.

Minorities Markets ALERT March 1992

Hispanics lead in school dropouts

School dropout rates for black and whites have been declining. The Hispanic rate (31 percent), which is three times higher than that of non-Hispanics, shows no evidence of decline, according to the National Center for Education Statistics.

Immigration appears to be a contributing factor—dropout rates are higher for the 45 percent of Hispanics born elsewhere than for those born in the U.S. The dropout rates for Mexican-Americans (35.8 percent) and for Puerto Ricans (32.1 percent) are similar to the dropout rate for all Hispanics. The rates for “other Hispanics” (19 percent) and Cubans (9.2 percent) are lower.

Mexican-Americans account for 64 percent of the U.S. Hispanic population and 74 percent of all Hispanic dropouts in the 16-24 age group. Among Mexican-Americans born elsewhere, the dropout rate is 55 percent. *Minority Markets ALERT*

Sales and marketing hiring at record high

Sales and marketing executives (36.5 percent) plan to increase their staffs in the first half of 1993, up 7.9 percentage points from 1992, according to a survey of 1,100 sales and marketing professionals. Another 50 percent plan to maintain current staff sizes (up .6 percentage points), and 13.1 percent anticipate a reduction in staff (down 1.5 percentage points). Executives in the West anticipate a 41.8 percent increase over projections for the last half of 1992, followed by the Southwest (40 percent), New England (39.8 percent), Midwest (39 percent), South Atlantic (37 percent), North

College Freshman Life Goals Rated Very Important or Essential

	(1992)		(1972)	
	Men	Women	Men	Women
Be very well off financially	76%	71%	51%	30%
Be successful in my own business	48%	37%	55%	33%
Have administrative responsibility	42%	40%	30%	18%
Create artistic work	12%	12%	13%	23%
Obtain recognition from colleagues	56%	55%	41%	32%
Become an authority in my field	70%	67%	65%	56%
Develop a meaningful philosophy of life	44%	47%	67%	75%
Become a community leader	70%	67%	65%	56%
Influence the political structure	22%	19%	19%	12%
Raise a family	69%	72%	62%	68%
Make a theoretical contribution to science	21%	16%	14%	7%
Keep up-to-date with political affairs	41%	37%	51%	47%
Become involved in environmental cleanup	32%	35%	46%	44%
Participate in a community action program	22%	30%	27%	32%
Help others who are in difficulty	52%	72%	59%	75%
Influence social values	37%	48%	29%	32%

Source: Higher Education Research Institute

Central (33.1 percent), and the Middle Atlantic (31.6 percent).

Research ALERT 2/5/93

Financial aid scarce for part-timers

Part-time students represent an increasing proportion of higher education students, yet they receive far less financial aid from colleges and government programs even though their needs may be greater, a new report says. The study by the American Council on Education finds that part-time enrollment more than doubled from 1970 to 1990 while full-time enrollment increased only 34 percent over that period. The trend is expected to continue. The number of part-time college students is projected to grow from about 5 million in 1990 to 5.7 million in 2002, representing 42 percent of the 13.7 million projected undergraduates in 2002. (The 1990 numbers probably undercount part-timers, who, when NCES data is adjusted to a full-year count, may have numbered 7.1 million in 1990). Despite their

growing presence on campus, the ACE study reports that only 12 percent of part-timers receive federal aid, compared with 43 percent of full-time undergraduates. Likewise, institutional aid is available to only 5 percent of part-timers vs. 20 percent of full-time students.

Percentage of part-time community college students who are women:

Asian	52%
Nonresident	54%
Hispanic	55%
White	60%
American Indian	61%
Black	64%

Source: American Council on Education

Almost three-fifths (59 percent) of part-time undergraduates in 1990 were women, compared with 52 percent of full-time students. Because most of them have jobs and are independent of their parents, they tend to be older than “traditional” college age. These students are more likely to work and be enrolled for the purpose of gaining job skills or career training than for working toward a degree.



Gold Badges



ALBANY

SSG Joel C. Carpenter
SFC Wesley E. Jung Jr.
SSG Richard D. Beauchamp
SGT Alfred Doctor Jr.

BALTIMORE

SSG Darin K. Randall
SGT Gerald D. Abbot
SFC Jeanette Sims
SFC Timothy L. Winegord

BRUNSWICK

SSG William P. Moors

CHICAGO

SFC Eric L. Powell
SSG Patrick E. Grissom
SFC Howard T. Robinson
SGT Angle L. Mercado Jr.

CLEVELAND

SSG John G. Bess
SSG Anthony Trautner
SSG John E. Meisel
SSG Fitzgerald Elmore
SGT Michael J. Hayes
SSG Wesley Yarborough
SSG Carrol R. Nelson

COLUMBIA

SSG Sharon A. Brewer
SSG Aubrey D. Crowell

DALLAS

SSG Cleveland M. Leach
SGT Antonio Dillard

DENVER

SSG Steve A. Hernandez

HARRISBURG

SSG Edward W. Langford
SGT Donald E. Zimmer
SGT Charles J. Ilaria Jr.
SGT Tommy D. Heaton
SSG James A. Thigpen Jr.

HOUSTON

SSG Junious A. Brown

INDIANAPOLIS

SGT Rebecca J. Meals
SGT Timothy P. Connell
SSG Michael L. Lunz
SGT Robert L. Kirts Jr.

JACKSON

SGT Walter A. Mays

KANSAS CITY

SSG Rodman F. Genet
SGT Ray C. Taylor

LANSING

SSG John P. Sommer
SGT Frank H. Chapman
SGT David H. Cartin
SSG Jeffrey S. Smith

MIAMI

SSG Sandra Carter
SFC Luis B. Rivera-Lopez
SSG Frank R. Rodriguez

MINNEAPOLIS

SGT Freddie L. Evans
SGT Edward S. Cooper
SFC Michael J. Fennell
SSG Darryl Hope

MONTGOMERY

SSG Dean DuBose
SGT Aaron M. Jensen
SSG Grady L. Butts

NASHVILLE

SSG Jerry Scudder
SSG Paul P. Lynch
SSG Lanny T. Coots

NEW ORLEANS

SGT Dexter Mitchem

OKLAHOMA CITY

SGT Robert E. Dowell II
SSG Gwendolyn Washington
SSG Michael R. Hayes

PHOENIX

SGT Carl R. Stroud

PITTSBURGH

SSG Michael R. Barnes
SSG John Couchenour

RALEIGH

SSG Johnny W. Toney
SFC Rodney N. King
SSG Cary P. Stark
SGT Kenneth J. Eldredge Jr.

SACRAMENTO

SSG Andrew T. Jones
SGT James D. Gunderson
SFC Philip P. Bitz
SSG Lawrence O. Reed
SSG Perlito Aganos

SALT LAKE CITY

SSG Michael E. Bond
SGT Kevin D. Borth

SAN ANTONIO

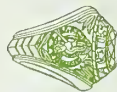
SSG Gary R. Tomlin
SSG Jerome Thanheiser
SGT Bruce A. Crop
SFC Billy J. Gober

ST. LOUIS

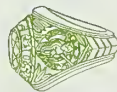
SSG Russell W. Stunkel
SGT Stanley R. Lowe Jr.
SSG Harvey G. Nowak
SSG Harry W. Powell Jr.
SGT Rodney W. Butler
SSG Samuel D. Rakestraw
SSG Daniel L. Davies

TAMPA

SGT John O. Whitaker
SSG James L. Landry



Rings



ALBANY

SSG Ronald Comelius

ALBUQUERQUE

SSG Eric Doggett
SSG David Tolver

ATLANTA

SFC Arthur L. Brown Jr.

BRUNSWICK

SSG John Soucy
SFC Kenneth L. Selburg
SSG William M. Brown

DES MOINES

SSG Benjamin A. Veri
SFC Warren L. Johnson
SSG Timothy A. McGrath

HARRISBURG

SFC Ronald L. Quinn Jr.

HOUSTON

SFC Jay R. Defillipo

KANSAS CITY

SSG Bruce W. Koch
SSG Michael D. Harris

JACKSONVILLE

MSG Theodore V. Narducci

MONTGOMERY

SFC Rickey Williams
SGT Eric Collier

NASHVILLE

SSG Cotton R. Burgess

PHOENIX

SFC James B. Eggers

PITTSBURGH

SSG William G. Goudy

RALEIGH

SFC Terry Mack

SAN ANTONIO

SFC Mary E. Dickenson

SANTA ANA

SSG Dennis M. Keith
SSG David A. Armstrong

SEATTLE

SFC Wayne L. Armstead
SFC Kelly J. Parsons

SYRACUSE

SSG Matthew A. Fullerton
SFC Kenneth W. Brown

RSC Schedule

RSM May: Apr 27 - May 31

Cinema Vans

ALBANY, May 10 - 14
DENVER, Apr 27 - 30
HARRISBURG, Apr 27 - 30
HOUSTON, May 3 - 21
INDIANAPOLIS, May 14 - 15
LOS ANGELES, May 5 - 31
MIAMI, Apr 27 - May 1
MINNEAPOLIS, May 5 - 11
NASHVILLE, Apr 27 - 30
PHILADELPHIA, May 4 - 31
PORTLAND, Apr 27 - 30
RALEIGH, May 4 - 14
ST. LOUIS, May 3 - 29
SYRACUSE, Apr 27 - May 7
TAMPA, Apr 27 - May 15

Cinema Pods

COLUMBUS, Apr 27 - May 7
FORT KNOX, Apr 29 - May 7
KANSAS CITY, Apr 27 - May 7
LOS ANGELES, Apr 27 - May 21
MILWAUKEE, May 14 - 16
NEW ORLEANS, Apr 27 - May 7
PITTSBURGH, Apr 27 - May 7
SYRACUSE, Apr 28 - May 31

High Tech

MINNEAPOLIS, May 1 - 7
PITTSBURGH, May 17 - 31

Army Adventure Van

ANDREWS AFB, May 14 - 15
FORT KNOX, May 3 - 7
WASHINGTON D.C., May 9 - 14

Answers to This Month's Test

1. C - USAREC Reg 350-7, para 8-7
2. B - USAREC Reg 350-7, para 8-8
3. D - USAREC Reg 610-37, para 12-4 c
4. D - USAREC Reg 350-6, Table 3-1
5. A - USAREC Reg 140-3
6. A - USAREC Reg 140-3, para 5
7. A - USAREC Reg 350-6, para 5-7
8. D - USAREC Reg 350-6, para 5-8
9. B - USAREC Pam 350-4, para 2-20 b
10. D - USAREC Pam 350-4, para 2-22 d (4)
11. B - USAREC Reg 621-2, Table 1-1
12. C - USAREC Reg 621-2, Table 1-1
13. A - USAREC Reg 380-3, para 4-3 a
14. C - USAREC Pam 350-7, para 5-3 e (6)
15. C - USAREC Pam 350-7, para 6-13 c

CORRECTION: The answer to question 12 in the April issue is listed as "c." The correct answer is "d."

Training Tip

QUESTION: What happens if I use a trial close and get a "no" or a negative answer?

ANSWER: Trial closes are tremendous selling tools because they let you know how your prospect feels about your product without jeopardizing your presentation. Since the purpose of a trial close is to discover the prospect's true opinion, welcome whatever answer is offered. It doesn't matter whether you get a "yes" answer, a "no" answer with an objection, or an answer of indifference. Trial closes are low-risk questions that let you know where you are and where you need to go with your presentation without causing the prospect to make a major decision that will end your sales efforts.

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